

# Bright Beginnings Montessori Pre School

Occupation House, Occupation Road, CORBY, Northamptonshire, NN17 1ED



## Inspection date

20 September 2017

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection: Previous inspection:	Inadequate Not applicable	4
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is inadequate

- Risk assessment is weak. The manager and staff do not effectively risk assess the environment, such as the garden area, to ensure children's safety.
- Staff's knowledge of safeguarding children, with particular regard to the Prevent duty guidance, is not sufficient to protect children from potential harm, extreme views and behaviours.
- Self-evaluation is not effective. The provider has not identified and addressed breaches in the welfare requirements.
- Children's next steps in learning are not always shared with the wider staff team so that everyone can more effectively support children to achieve these. The manager has not focused professional development opportunities sufficiently on raising the quality of teaching to the highest levels.

### It has the following strengths

- Staff are respectful of children and listen well to what they have to say. Key persons are caring and support children's individual needs. Children are happy and settled.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage and the Childcare Register the provider must:

	Due Date
■ ensure robust risk assessments are carried out with immediate effect to clearly identify and remove potential hazards, such as unidentified berries within the garden	22/09/2017
■ ensure all staff maintain an up-to-date knowledge of safeguarding matters, including their responsibilities under the 'Prevent' duty guidance.	06/10/2017

### To further improve the quality of the early years provision the provider should:

- improve self-evaluation to identify and address weaknesses and to ensure all requirements are met and good standards are maintained
- focus teaching further on what children need to learn next to help them make outstanding progress
- focus professional development opportunities on raising the quality of teaching to higher levels.

## Inspection activities

- The inspector observed the quality of teaching during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector sampled a range of documentation, including policies and written records. She checked evidence of the suitability of all staff working at the pre-school.
- The inspector spoke with members of staff and children at appropriate times during the inspection and held meetings with the provider.
- The inspector carried out a joint observation of staff practice and discussed monitoring and professional development.
- The inspector took into account the views of parents and carers spoken to on the day of the inspection.

## Inspector

Victoria Weir

## Inspection findings

### Effectiveness of the leadership and management is inadequate

The manager has not reflected on the setting's practice and procedures effectively to ensure all weaknesses are identified and improvements made. The quality of children's care and learning is therefore varied. Safeguarding is ineffective. The provider does not ensure that all staff have sufficient knowledge of the indicators that a child may be at risk of extreme views and radicalisation. Risk assessments do not identify all hazards. For example, the manager has not risk assessed whether the berries in the garden, which are within children's reach, are safe for children. Staff follow appropriate cleaning routines and store cleaning materials away from children. The manager monitors children's progress. This helps her to identify and address any gaps in their development, including children who have special educational needs and/or disabilities. The manager observes staff practice and makes suggestions to help them improve activities. However, she does not sufficiently focus supervision and training on raising staff teaching practice to higher levels.

### Quality of teaching, learning and assessment is good

Key persons gather detailed information from parents when children start to help them get to know children quickly and identify any additional support required. They assess children's development and take responsibility for planning activities that help their key children achieve the identified next steps in learning. However, other staff working with children are not so aware of what children need to learn next to help them make more rapid progress. As a result, staff do not fully focus on helping children build on what they already know and can do. That said, overall, staff generally engage and motivate children well. They skilfully ask open-ended questions and ensure that children have sufficient time to think and respond. Staff support children's communication and language well. For example, during a group activity they help older children to listen well to each other and talk in front of an audience. Staff provide targeted activities to help children who speak English as an additional language to learn English. All children are supported to gain early literacy and mathematical skills well. For example, children enjoy reading letters in the chalk outside and matching sounds to letters. Staff keep parents well informed of their children's progress. Parents of two-year-old children receive written accounts of their child's care and experiences in a daily diary. Rooms are also available for staff and parents to hold private conversations when the need arises.

### Personal development, behaviour and welfare are inadequate

Weaknesses in leadership and management mean that they do not assure children's welfare, such as when children play outside. Staff effectively support children's social and emotional development. They are skilled at encouraging children to gain independence, such as when helping children to persevere at taking off dressing-up clothes. Staff present the wide range of activities and resources well to help children freely explore. Children benefit from energetic play and healthy snacks. Staff supervise children well. Children learn about different people and celebrations around the world. Appropriate procedures are in place to help protect sleeping children.

### **Outcomes for children are good**

Children create, imagine and experiment in their play. They learn the skills they need to be ready for their move to school. Children are respectful to others. They learn to count, such as when they count the number of times they catch a ball. They are encouraged to learn to identify and read their names. All children develop their physical skills well. For example, younger children use paintbrushes and play dough tools. Older children refine their skills as they learn to use pencils to draw and form letters. They also learn to confidently steer and peddle bikes.

## Setting details

<b>Unique reference number</b>	EY493643
<b>Local authority</b>	Northamptonshire
<b>Inspection number</b>	1026218
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	8 - 1
<b>Total number of places</b>	30
<b>Number of children on roll</b>	44
<b>Name of registered person</b>	Karen Mary Sayers
<b>Registered person unique reference number</b>	RP907928
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07718425943

Bright Beginnings Montessori Pre School registered in 2015. It operates from a self-contained building in the grounds of Stewart and Lloyds Rugby Club. The nursery is open Monday to Friday from 8am until 5pm. The after-school club opens from 3pm to 6pm. A holiday club is available for some of the school holidays. The nursery provides funded early education for two-, three- and four-year-old children. The nursery employs five members of childcare staff, all of whom hold appropriate early years qualifications at level 2 or above.

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